CHAPTER 4: PRINCIPAL, TEACHER, AND SITE TESTING COORDINATOR REACTIONS

Introduction

As in previous years of the evaluation, principals, teachers, and site testing coordinators within a sample of schools completed surveys to report current experiences, impressions, and expectations regarding the CAHSEE exam. The longitudinal survey was initiated with principals and teachers prior to the first administration of the CAHSEE to gather baseline and planning information. Thus, this was the fourth administration for principals and teachers. The longitudinal survey was initiated with site testing coordinators following the first administration of the CAHSEE, and this was the second administration for them. To the maximum extent possible, survey items were retained intact from previous years to facilitate comparisons over time.

In order to identify trends over time, we established a longitudinal sampling base. We selected this representative sample of 92 high schools from 27 districts to be surveyed each spring. We collected Year 1 data from this sample in Spring 2000, Year 2 data in Spring 2001, Year 3 data in Spring 2002, and Year 4 data in Spring 2003. Three surveys were administered to capture Year 4 data: one for principals, one for teachers in the same schools, and another for CAHSEE school site testing coordinators in the same schools. The survey for principals requested information about issues such as preparation for, planning for, and expected impact of the CAHSEE. The teacher survey emphasized classroom practices as well as issues regarding the preparation and planning for, and the predicted impact of the CAHSEE. The site-coordinator survey asked for feedback on training and guidance, students tested, and the general approach to conducting the examination. All surveys contained several open-ended questions to allow respondents to clarify their responses and to indicate any additional information they felt was worth sharing.

Survey Development

Following are the main question categories addressed in the surveys:

1. What is the extent and type of current preparation for the CAHSEE?
2. What degree of awareness of the CAHSEE do students and parents currently have?
3. What activities have schools undertaken to prepare students for the first administration of the CAHSEE?
4. How do schools anticipate addressing the issue of students who are unsuccessful on the CAHSEE?
5. What are schools' predictions for first administration pass rates?
6. What are schools' predictions for the impact of the CAHSEE?
7. What are schools' predictions for influence of the CAHSEE on instructional practices?

8. What are schools' estimates of the percentage of students, by various student subgroups, who have had instruction in each of the content standards?

To the extent possible, survey items on the Spring 2003 surveys were identical to those on the Spring 2000, 2001, and 2002 surveys. This matching served to maximize comparability across years, so trends could be inferred. However, some items were improved in response to earlier feedback. Where questions have been revised substantially, the changes are noted.

Sampling and Administration

The goal for the sampling plan was to select districts for inclusion in the CAHSEE evaluation data collection efforts that would be as representative as possible. A complete description of the sampling procedure is presented in Wise, et al. (June 2000a). In short, a representative sample of 27 districts was selected in Spring 2000 for intensive study over the course of the CAHSEE evaluation. Replacements were identified for each district in case the targeted district could not participate. In each original and replacement district, we selected 1–15 high schools, depending on district size, to create a representative sample of 92 schools. Where possible, we identified replacements for each selected school. In small districts containing only one or two high schools, all schools were in the original sample. Sampling ratios were established so that each school would represent approximately the same number of 10^{th} grade students. In this way, simple averages across the schools in the sample would provide estimates for all 10^{th} grade students in the state.

We surveyed the principals and teachers of these schools in Spring 2000; results are reported in Wise et al. (June 2000a). Schools from all but three districts participated at that time. In Spring 2001, all of the previously participating districts as well as two of the previously nonparticipating districts indicated a willingness to participate. One nonparticipating district was replaced (Wise et al., June 2001). One district declined to participate in the Spring 2002 survey, and we identified and contacted a replacement district. Details of the three participating schools were not confirmed in sufficient time to allow teachers and the principals to complete the surveys. In Spring 2003, two districts declined to participate, and a replacement was made for the one that declined early in the process. Six individual schools declined to participate and replacements were made for three.

The respondent sample for the surveys comprised 26 districts. Initial contact was made with a district contact person to inform them that it was time for the longitudinal survey and to ensure that it was acceptable to contact the schools in the sample from that district. Once approval from the district had been verified, we made initial contact with the schools' principals through a faxed or mailed information packet. We offered to provide the surveys in either print or electronic formats, and asked principals to indicate their preference for survey format when they confirmed their schools' participation.

The web-based (Internet) survey was based on the paper version of the survey. We e-mailed instructions, a unique password, and the Web address (i.e., Uniform Resource Locator or URL) of the survey to those respondents who preferred the Internet version. The on-line survey went live on April 21, 2003 and remained on-line until May 28. The paper-

based survey packets were shipped in April 2003 to the attention of the principal or designee. The packets included the following:

- Cover letter and instructions to principal
- One principal survey
- Cover letter and instructions to teachers
- Four teacher surveys—two labeled for English-language arts (ELA) and two labeled for mathematics
- One school site testing coordinator survey
- Instructions and packaging for returning evaluation materials

We asked principals to complete their questionnaires or to designate someone to do so. We asked them to identify one or two teachers of Algebra I, or other appropriate mathematics course, and one or two 9th or 10th grade ELA teachers to complete the teacher surveys (if faculty size was sufficient). We also asked the principals to identify the person in their school responsible for administration of the CAHSEE. Each survey was contained in a sealable envelope to be returned to the principal for return shipment; the sealable envelope was intended to facilitate candid responses. The cover letters to each group encouraged respondents to contact a HumRRO project member if they had questions or concerns. A copy of each survey instrument is included in Appendices A, B, and C.

We requested that evaluation materials be returned to HumRRO by April 24. Schools planning May 2003 administrations were asked to delay completion of the school site testing coordinator survey until testing was complete. In late April we initiated follow-up faxes and telephone calls to schools that had not responded, to encourage completion of their evaluation materials.

Principal and Teacher Findings

Forty-two high school principals, 110 teachers, and 35 test coordinators representing 55 schools across 25 districts completed surveys. Results are reported in the following areas:

- Background
- Awareness
- Preparation
- Use of Results
- Expectations
- Other

We have reported the results in three ways, as summaries of principal, teacher, and test coordinator responses to the Spring 2003 survey. In addition, as appropriate, we compared the 2003 responses with comparable questions on the Spring 2000, 2001, and 2002 surveys to provide information regarding trends and stability of responses over time. Note that these comparisons are presented at a summary level; that is, changes in responses from individual schools or districts are not presented.

Of the 92 targeted schools that received the Spring 2003 principal, teacher, and test coordinator surveys, 55 (60% of the original sample, from across 25 of the 27 districts [92

%]) returned surveys. The remaining schools in the sample were unable to complete the surveys due to heavy staff demands at the end of the school year. One or more teacher surveys were received from 31 schools (34%).

Background

Principals indicated that they have held principal or other school-level administration positions for 1–30 years, with a mean of 11 years. They reported 3–32 years of teaching experience, 1–26 years working in their present schools, and 3–38 years of working in public schools.

Teachers were asked to provide demographic information. Table 4.1 shows that most respondents reported education beyond a bachelor's degree. For primary subject area, 49 percent indicated that the primary subject area they taught was English or language arts and 51 percent specified mathematics as their primary subject area. Ninety-two percent indicated that they are certified in their primary subject area. Both ELA and math teachers reported a mean of 17.7 years of teaching experience.

TABLE 4.1 Teacher-Reported Percentages of Highest Level of Education

Bachelor's	Some Graduate	Master's	Doctorate	Other
12	36	46	3	3

Principals were asked to provide background information on their schools. Table 4.2 indicates that most schools taught grades 9–12. The current number of teachers on staff ranged from 1 to 235, with a mean of 72 (SD=57). Principals reported that the percentage of teachers with advanced degrees ranged from 0 percent to 88 percent (median=45%). Principals also reported that 0–100 percent of their teachers were certified in the subject they are teaching (median=95%).

TABLE 4.2 Principal-Reported Percentages of Grades Taught at School

Grades 9–12	Grades 10–12	Other Grade Combination	No Response
76	12	10	2

As shown in Table 4.3 the majority of principals reported counselor-student ratios greater than 300:1. Eighty-eight percent of the responding schools currently have a testing coordinator. Principals reported, on average, a graduation rate of 67 percent (SD=31), with rates varying by racial/ethnic group. Mean estimated mobility rate of seniors was 32 percent (SD=36).

TABLE 4.3 Principal-Reported Percentages of Schools' Student-Counselor Ratio

Less than 50:1	50–100:1	101–200:1	201–300:1	Greater than 300:1	No Response
7	2	10	10	60	12

The survey asked principals to indicate whether their schools offered various specialty education programs. The most frequently listed programs were:

- special education programs (94%)
- remedial courses (72%)
- Advanced Placement (70%)
- English learner programs (68%)
- school/community/business partnerships (43%)
- targeted tutoring (32%)
- magnet programs (30%)
- multicultural/diversity-based programs (15%)
- International Baccalaureate (4%)
- other (19%)

Teachers were asked to provide some information about their own classes. Table 4.4 shows their responses regarding the average percentage of students in their classes that speak English fluently. The average ELA class size was 22 students; the average math class had 32 students.

TABLE 4.4 Teacher-Reported Percentages of Student English Fluency

100% English Fluent	90–99% English Fluent	75–89% English Fluent	50–74% English Fluent	Less Than 50% English Fluent
12	53	20	12	2

Teachers were asked to estimate the level of preparation of their students to pass the CAHSEE. Table 4.5 provides their responses by ELA and mathematics.

TABLE 4.5 Teachers-Reported Percentages of Student Preparation for Proficiency on the CAHSEE

Subject	Excellent	Good	Fair	Poor
ELA	21	26	27	21
Math	32	27	28	35

Note: Since these mean percentages were based on each teacher's estimate, they will not add up to 100 percent.

The survey asked teachers to estimate the amount of time, on average, they believed students spend working on assignments in the subject they teach (as opposed to total homework time) outside the classroom each week. The results are shown in Table 4.6.

TABLE 4.6 Teacher-Reported Percentages of Student Time Spent of ELA or Mathematics Assignments

More Than 3 Hours	1–3 Hours	Less Than 1 Hour	None
11	53	27	9

Teachers were asked to estimate how often they plan for students to participate in specific types of activities. The activities rated most frequently as being done once or twice a week or almost every day were:

- do work from textbooks (91%)
- do work from supplemental materials (81%)
- apply subject area knowledge to real-world situations (76%)
- work in pairs or small groups (70%)
- take quizzes or tests (69%)
- write a few sentences (66%)
- do work on the computer [new question on the 2003 survey] (23%)

Most of these estimates are highly consistent with estimates provided a year earlier. The largest difference was an 8 percent increase for the "take quizzes or tests" response.

Awareness

Principals were asked to estimate how aware their students and parents were of the CAHSEE. Ten percent estimated that their students knew nothing about the exam, one-third estimated that their students had at least general information, and a substantial proportion of respondents estimated their students had specific knowledge of the exam (e.g., 79% reported the students knew what knowledge and skills are covered; 71% indicated they knew the time of year when the exam is given; 81% of students knew which students have the opportunity to take the exam). Twelve percent of principals estimated that their students' parents knew nothing about the exam, 62 percent estimated their students' parents had at least general information, and an additional 26–60 percent estimated that their students' parents had advanced knowledge of the exam (e.g., 26% reported that parents knew what knowledge and skills are covered, 57% indicated they knew the time of year when the exam is given, and 60% believe parents know which students have the opportunity to take the exam). In general, principals' ratings of student and parent familiarity with CAHSEE have improved over prior years. See Table 4.7 for comparison of the 2002 and 2003 data on this question. Principals were asked to estimate the percentage of students and parents in their school who know what knowledge and skills are covered by the exam. The 2003 mean estimate of student familiarity was 63 percent (SD=25.67) compared to the 2002 estimate of 41 percent (SD=24.25); the 2003 mean estimate of parent familiarity was 43 percent (SD=29.94) compared to the 2002 estimate of 29 percent (SD=26.37).

TABLE 4.7 Principal-Estimated Percentage of Students and Parents Familiar with CAHSEE

Familiarity	2001		2002		2003	
	Students N=45	Parents N=45	Students N=45	Parents N=46	Students N=42	Parents N=42
They know which students have the opportunity to take the exam.	49	18	67	54	81	60
They know the time of year when the exam is given.	38	38	67	63	71	57
They know what knowledge and skills are covered by the exam.	33	18	51	17	79	26
Have general information only	67	78	60	89	33	62
No familiarity	2	7	4	4	10	12

Note: Respondents could select multiple responses, thus the columns total more than 100 percent.

Preparation Thus Far

The Spring 2001 survey asked about preparation that has already been initiated. One precursor to a successful program is to align school curricula with the state content standards to ensure that students are being taught what will be tested. Thus respondents were queried about alignment with state content standards. Table 4.8 presents comparison data of responses given in 2000, 2001, 2002, and 2003 regarding preparations made to align curricula with the California academic content standards. The 2003 percentage of principals that reported efforts to align with state content standards is slightly lower than the 2002 percentage.

Principals were asked to compare their district standards with the state content standards. Table 4.9 presents comparison data on the similarity between district and state standards across the four survey years. Responses were largely consistent between 2001 and 2002, with more than two thirds of respondents indicating their districts had adopted the California academic content standards. In 2003, there was a slight increase in the number of principals reporting that their district had adopted state content standards. There were no reports that principals' districts do not have an official set of standards, although 3 percent of principals indicated they could not judge the status of mathematics standards.

TABLE 4.8 Principal-Reported Percentages of Preparations for Alignment with California Academic Content Standards

Preparation	2000 N=33	2001 N=45	2002 N=47	2003 N=42
Districts/schools encourage the use of content standards	100	91	96	93
Textbooks align well with content standards	74	56	81	74
In process of aligning curriculum with standards	81	56	74	38
Adopted algebra as a graduation requirement	N/A	N/A	74	81
In process of aligning curriculum across grade levels	N/A	N/A	72	38
Assigning teachers only in their certified field	N/A	N/A	49	60
Cover all content standards with a mix of textbooks and supplemental materials	38	44	47	50
Have plans to ensure all high school students receive instruction in each of the content standards	52	40	45	57
Hiring only teachers certified in their field	N/A	N/A	43	60
Have plans to ensure that all pre-high school students are prepared to receive instruction in each of the content standards	N/A	N/A	30	36

TABLE 4.9 Percentage of Principals Reporting Similarity between District and State Standards

	2000	2001		2002		2003	
Similarity between standards	* N=42	ELA N=45	Math N=45	ELA N=46	Math N=46	ELA N=39	Math N=39
District adopted state standards	69	67	71	72	74	79	79
District standards include more than state standards	19	29	22	17	15	21	18
State standards include more than district standards	7	2	5	2	2	0	0
Two sets of standards are different	N/A	N/A	N/A	2	4	0	0
District has no official set of standards	0	2	2	2	2	0	0
I cannot judge	N/A	N/A	N/A	4	2	0	3

* Subjects were not separated for this year.

Along similar lines, teachers were asked at what level their schools' current curriculum covers the standards tested by the CAHSEE. Tables 4.10a and 4.10b provide further information on this item for ELA and mathematics, respectively. The majority of the teachers

indicated that almost all of the standards are covered by their school's curriculum. The responses indicated that ELA coverage was more complete than that of mathematics. None of the ELA teachers reported that their school's curriculum covered less than one quarter of the content standards whereas four percent of math teachers estimated that their school's curriculum covered less than a quarter of the content standards. Another four percent of math teachers indicated that they had no knowledge of the content standards.

TABLE 4.10a Percentage of Teachers Indicating Coverage of ELA Standards by Curriculum

Coverage of Standards	2001 N=35	2002 N=76	2003 N=54
Almost all	60	54	57
About ¾	20	28	28
About ¼–½	11	13	15
Less than ¼	6	4	0
No knowledge of standards	3	1	0

TABLE 4.10b Percentage of Teachers Indicating Coverage of Mathematics Standards by Curriculum

Coverage of Standards	2001 N=37	2002 N=78	2003 N=56
Almost all	57	72	64
About ¾	14	17	13
About ¼–½	16	9	16
Less than ¼	5	3	4
No knowledge of standards	8	0	4

In the open-ended remarks about specific changes made to instructional practices, the most common responses were "standards-based curriculum" and "test taking strategies" (ELA= 55%; math=48%). Twenty-eight percent of ELA teachers and 20 percent of math teachers indicated that increased writing and math practice across subjects and teacher collaboration improved instruction. Ten percent of ELA teachers and 24 percent of math teachers identified referral to remedial classes and interventions as having improved instruction.

Respondents were asked how much time they personally spent during the 2002–2003 school year in activities related to the CAHSEE (e.g., meetings, discussions, curriculum review, professional development). Just over one fifth of principals reported spending more than 35 hours (21%). Just over a quarter reported spending between 16 and 35 hours (26%) and just over another quarter reported spending between 6 and 15 hours (26%) Twenty-eight percent reported spending fewer than 6 hours. No principals reported spending none of their time in CAHSEE related activities. Table 4.11 indicates teachers' estimates of the number of hours spent on classroom instruction and the number of hours spent on other activities related to the CAHSEE.

TABLE 4.11 Percentage of Teachers Estimating Various Amounts of Time on CAHSEE Activities

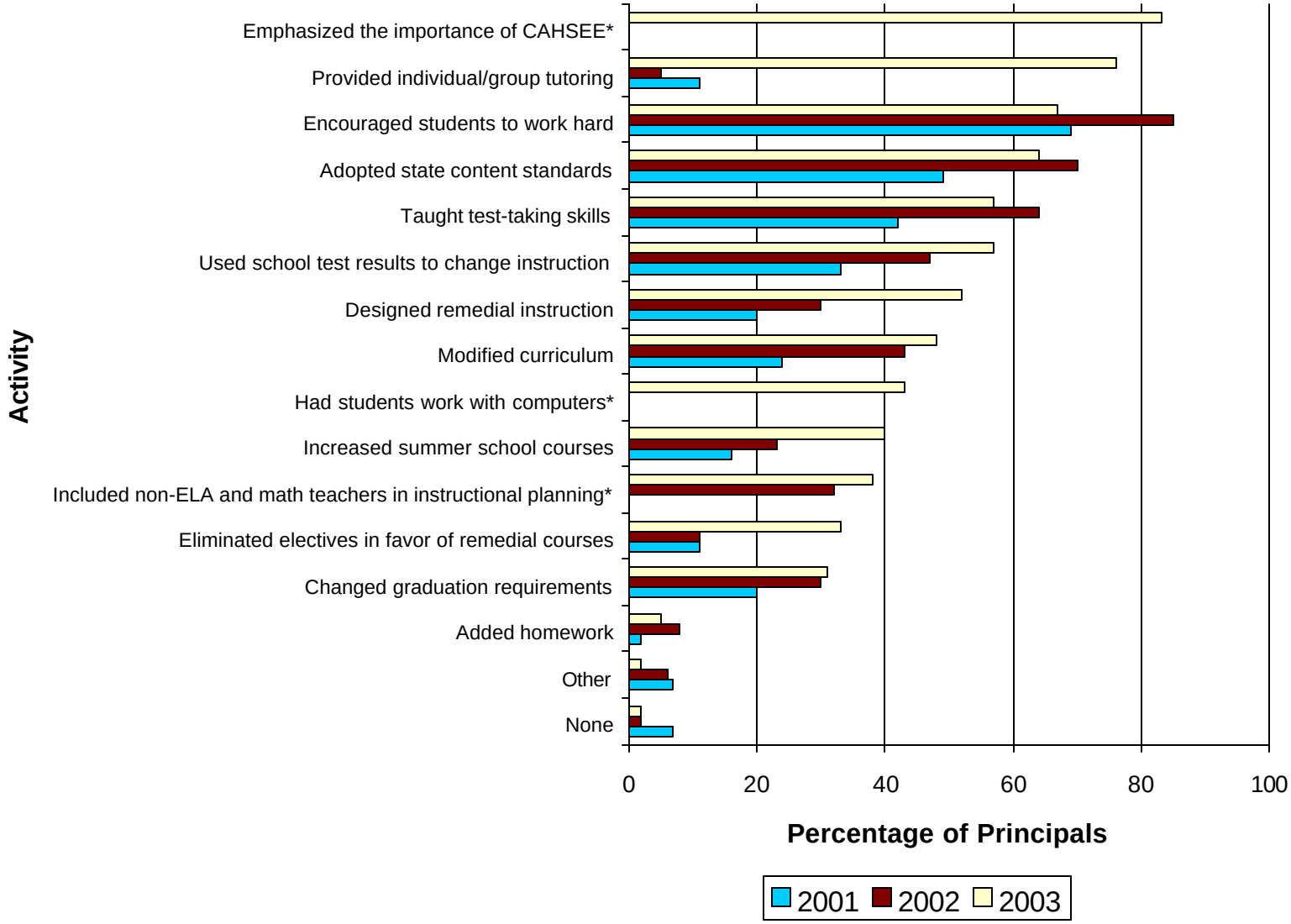
Activity	Academic Year	None	Fewer than 6 Hours	6–15 Hours	16–35 Hours	More than 35 Hours
Total classroom instruction time spent on activities you would not have engaged in if it weren't for the CAHSEE (e.g., unit or course review)	2001–2002 N=159	28	35	25	6	2
	2002–2003 N=105	24	41	14	14	7
Time spent on activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development)	2001–2002 N=159	2	40	31	13	8
	2002–2003 N=108	3	34	30	19	14

Teachers were asked to rate the quality of CAHSEE-related professional development they have received this year from local and state sources. Table 4.12 indicates that local professional development activities were more highly rated than those provided by the state. The 2001-2002 survey did not have "None" as a response option. In 2003, over one quarter of teachers indicated that they did not receive professional development from local sources and over 40 percent indicated that they did not receive professional development from state sources.

TABLE 4.12 Percentage of Teachers Rating Quality of Professional Development Experiences

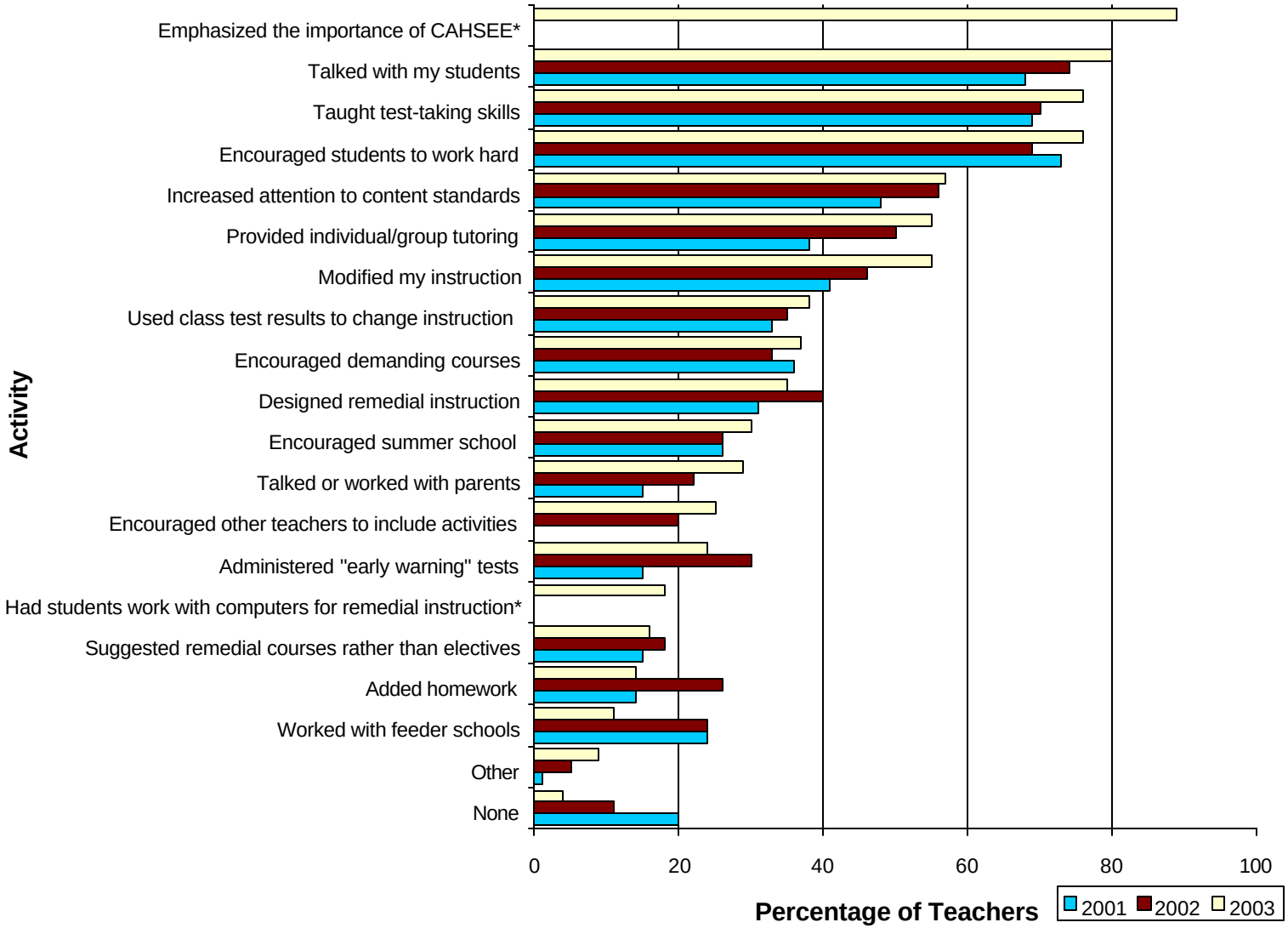
Quality of Professional Development You Have Received	From Local Sources		From State Sources	
	2001-2002 N=159	2002-2003 N=110	2001-2002 N=159	2002-2003 N=110
Excellent	6	14	2	2
Good	35	26	15	26
Fair	35	20	36	12
Poor	16	12	38	16
None	N/A	26	N/A	44
No response	9	2	9	4

Respondents were asked to identify the specific activities they had undertaken to prepare students for the Spring 2003 administration of the CAHSEE. Most principals reported initiating some activities; only 2 percent of principals indicated that they did not implement any activities to prepare students for the Spring 2003 CAHSEE. Figure 4.1a presents the percentage of principals who reported implementing each activity, in descending order of endorsement; Figure 4.1b presents teachers' responses.



*Note: Question not asked in all years.

Figure 4.1a Percentage of principals reporting activities undertaken in preparation for the Spring 2001, 2002, and 2003 administrations of the CAHSEE.



*Note: Question not asked in all years.

Figure 4.1b. Percentage of teachers reporting activities undertaken in preparation for the Spring 2001, 2002, and 2003 administrations of the CAHSEE.

Principals also identified the three activities they consider the most important in CAHSEE preparation. One hundred percent indicated that *added homework* was among the top three; 45 percent identified *individual/group tutoring*, and 41 percent selected *emphasizing the importance of CAHSEE*. Teachers also were asked to indicate the three most important activities. According to their ratings, these activities were *emphasizing the importance of CAHSEE* (43%), *teaching test-taking skills* (38%), and *increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE* (28%).

Principals were also asked to indicate the types of activities their school undertook to prepare faculty/staff for the Spring 2003 administration of the CAHSEE. Table 4.13 indicates that 2003 responses were largely consistent with 2002 responses. However, more principals indicated that they were employing local workshops on CAHSEE content. More principals also indicated that some other special preparation was being implemented.

TABLE 4.13 Percentage of Principals Undertaking Activities to Prepare Faculty/Staff for CAHSEE Administration

Activities	Spring 2001 Administration N=45	Spring 2002 Administration N=46	Spring 2003 Administration N=42
Administrators participated in test administration workshops	71	70	67
Provided test taking strategies	42	61	67
Delivered local workshops on test administration	58	48	43
Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion)	36	41	62
Other	7	8	12
No special preparation	9	4	5

Use of Results

In addition to any preparatory steps taken thus far, the surveys inquired about future plans to deal with this new requirement. In particular, the survey queried principals on efforts to prepare teachers and others for the exam and about remediation plans subsequent to the first exam administration.

The survey provided principals with a list of possible remedial practices for students who do not pass the CAHSEE and asked which they planned to use. Of the 42 principals who responded, 9 (21%) did not respond to this series of survey items. None of the principals indicated that they had no special plans to remediate students who do not pass the exam; in 2001 7 percent had no plans; in 2002, the number had dropped to1 percent. Table 4.14 lists the percentage of principals who indicated plans to implement each activity in 2001, 2002, and 2003. Figure 4.2 presents the same information for 2003 only, as a percentage of those responding. Activities are listed in descending order of endorsement; thus, those activities that all responding principals indicated plans to implement are listed first. (We use percentages to report results—with 100% referring to all of the 42 respondents.)

TABLE 4.14 Percentage of Principals Indicating Plans for Activities to Assist High School Students Who Do Not Pass the Exit Exam Or Who Do Not Seem Prepared to Take It

Activities	2001 N=45 Planned	2002 [1] (21) No Plan to Implement	2002 [1] (21) Plan to Implement	2002 [1] (21) Partially Implemented	2002 [1] (21) Fully Implemented	2003 [2] (31) No Plan to Implement	2003 [2] (31) Plan to Implement	2003 [2] (31) Partially Implemented	2003 [2] (31) Fully Implemented
Increased high school remedial courses	1	33	24	33	10	20	10	37	33
Reduced high school electives in favor of remedial classes	16	74	16	5	5	27	27	33	13
Increased high school summer offerings	40	30	10	15	45	25	32	0	43
Provided individual/group tutoring	47	10	24	38	29	6	32	16	45
Had students work with computers	N/A	N/A	N/A	N/A	N/A	10	17	50	23
Added homework	4	58	21	10	10	88	12	0	0
Adopted California academic content standards	42	0	0	55	45	0	0	18	82
Altered high school curriculum	31	5	29	62	5	14	14	38	34
Included teachers other than ELA and math in instructional planning for the CAHSEE	N/A	0	42	42	16	13	29	32	26
Worked with feeder middle schools	40	30	10	55	5	32	21	29	18

[1] Percentages of 2002 respondents are based on the 21/47 respondents who answered this series of questions.

[2] Percentages of 2003 respondents are based on the 33/42 respondents who answered this series of questions.

TABLE 4.14 (continued) Percentage of Principals Indicating Plans for Activities to Assist High School Students Who Do Not Pass the Exit Exam or Who Do Not Seem Prepared to Take It

Activities	2001 N=45 Planned	2002[1] (21) No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented	2003[2] (32) No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
Developed parent support program	22	25	50	25	0	50	25	25	0
Used school test results to change high school instruction	51	0	30	65	5	6	19	50	25
Evaluated high school students' abilities and placed them in courses/programs accordingly	44	14	19	43	23	3	13	27	57
Ensured that students are taking demanding courses from the beginning	36	10	20	50	20	7	13	27	33
Ensured we are offering demanding courses from the beginning	33	0	20	55	25	7	10	40	43
Other (1 principal: After school classes and workshops)									100

[1] Percentages of 2002 respondents are based on the 21/47 respondents who answered this series of questions.

[2] Percentages of 2003 respondents are based on the 33/42 respondents who answered this series of questions.

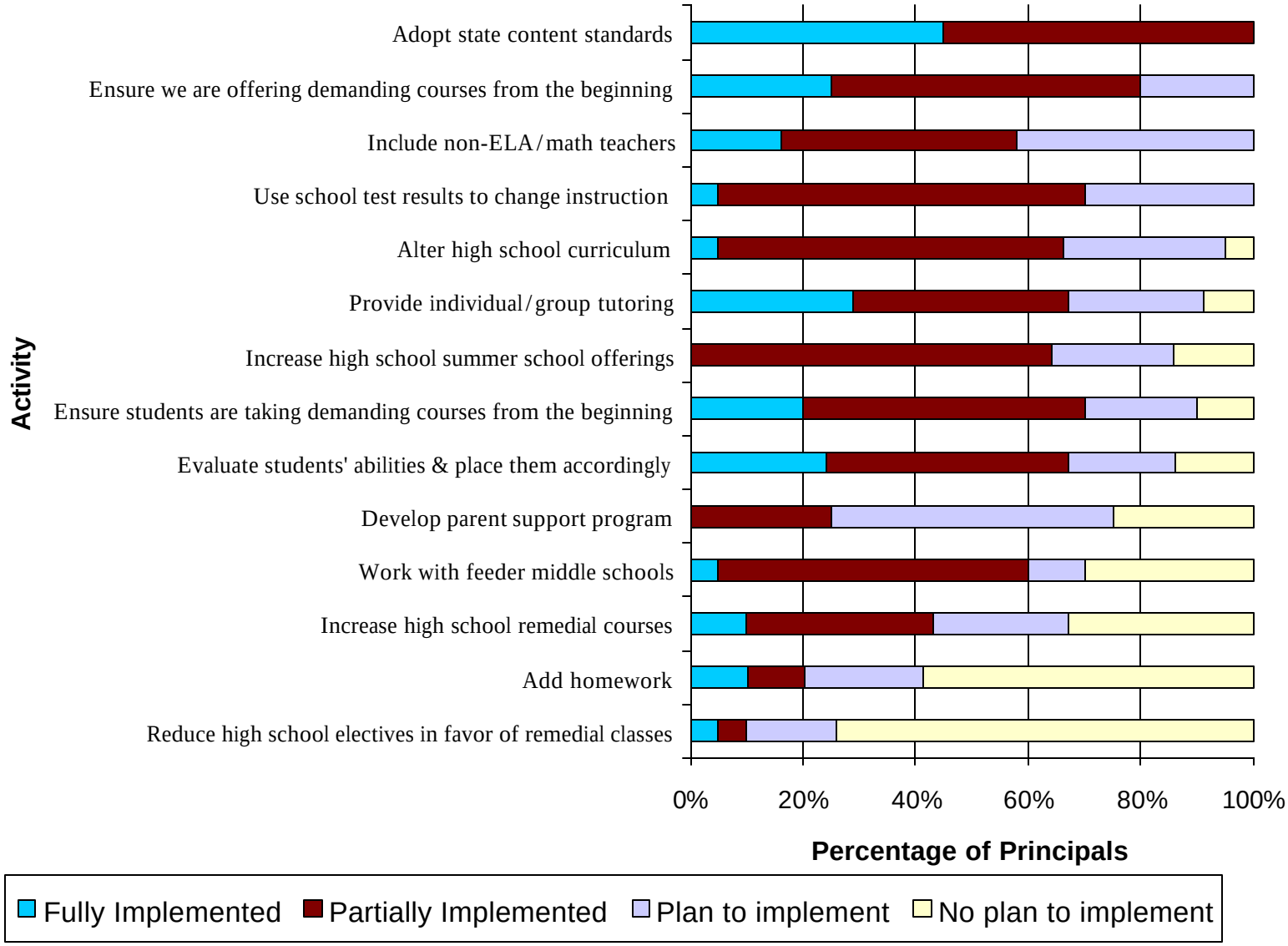


Figure 4.2 Percentage of principals in 2003 reporting plans for remediation of students who do not pass the CAHSEE.

Thirty-six principals (86%) responded to a question about plans or strategies for Individual Education Program (IEP) or 504 Plan changes that will address the CAHSEE participation of students with disabilities. Of these respondents, 25 percent stated that they had a strong process for building accommodations into the IEP/504 or that plans had been fully implemented. Another 25 percent stated that they are in the beginning stages or are following recommendations from special education staff. Nineteen percent stated there is no plan or that accommodations are not addressed. Seventeen percent of comments indicated that more students are being mainstreamed. Eight percent of comments indicated that schools are following state guidelines or district policies. Three percent of comments stated that math labs and summer classes were being offered and another three percent said that program development was ongoing.

A similar question asked principals about plans or strategies to help English learners overcome language barriers in order to succeed in meeting the requirements of the CAHSEE. Forty-two percent of principals' comments stated that there are special academic work programs (e.g., tutoring or summer school). Thirteen percent stated that they have a plan or are starting to implement a plan. Eleven percent indicated that they have teachers of English as a Second Language handle or work closely with faculty who are trained in Cross-Cultural Language in Academic Development (CLAD). Another 11 percent stated that there were few or no EL students; 8 percent said that they have staff development or are working with language specialists; 5 percent indicated that the school is following state guidelines or district policy. The remaining 10 percent is divided equally among principals who indicated that all EL students are fluent and those who indicated that they do not have a plan to address the barriers.

Many principals' comments regarding the CAHSEE individual and group score report were positive. Half of the comments indicated that the report was "clear/understandable/well done/useful." Another 22 percent described the report as "okay/fine/helpful." The remaining comments were that the report "turnaround time took too long" (13%), "needs to be clearer/more specific/Spanish version" (13%), and 3 percent indicated that they had not seen the report.

Expectations

Several survey questions queried the respondent's expectations for the exam: anticipated pass rates, impact of the exam on student motivation and parental involvement, and so on.

Principals were asked to estimate the percentage of students who would meet the ELA and mathematics standards assessed by the CAHSEE by the end of 10th grade. Table 4.15 presents these estimates from 2000 through 2003. Regarding the ELA portion of the 2003 exam, 33 percent of principals predicted that fewer than 50 percent of 10th grade students would pass; 36 percent predicted 50–74 percent of students would pass; 31 percent predicted 75–95 percent would pass; 0 percent predicted that more than 95 percent of 10th grade students would pass the 2003 exam. No principals indicated that they were unsure as to what percent of students would pass the ELA test. The mathematics test estimates were noticeably different from the English estimates and also from the 2002 math test estimates. Fifty-six percent, compared to 45 percent in 2002, of principals predicted that fewer than 50 percent of

10th grade students would pass the mathematics portion of the 2003 exam. Thirty-one percent, compared to 26 percent in 2002, predicted 50–74 percent of 10th grade students would pass. Only 10 percent, compared to 28 percent in 2002, predicted that 75–95 percent would pass. No principals believed that more than 95 percent of their 10th grade students would pass the math portion of the 2003 exam.

TABLE 4.15 Principals' Estimates of Percentages of 10th grade Students Meeting ELA and Mathematics CAHSEE Standards

Percent Expected to Meet Standard	2000	2001		2002		2003	
	ELA/Math N=41	ELA N=45	Math N=45	ELA N=47	Math N=47	ELA N=39	Math N=39
>95%	5	4	4	0	0	0	3
75-95%	14	18	11	30	28	31	10
50-74%	29	29	36	36	26	36	31
<50%	50	49	47	32	45	33	56
Unsure	—	0	2	2	2	0	0

In the principals' open-ended remarks about specific challenges their schools and students face in successfully meeting the requirement of the CAHSEE, the 34 comments grouped into three areas:

1. Academic Issues (44%)
   - inadequate preparation
   - working with students receiving special education services
   - increasing numbers of students who are below grade level proficiency
2. School/district/state-related Issues (32%)
   - articulation
   - small school constraints
   - teacher motivation
   - scheduling
   - raising expectations
   - identifying interventions to help failing students
   - too much testing
3. Behavior Issues (24%)
   - low student motivation
   - lack of parent support
   - high mobility
   - poor attendance

Regarding benefits to their schools and students associated with the requirement of the CAHSEE, just over a quarter (26%) of the 31 comments said it "helps focus instruction" and "provides for standards-based curriculum." Thirteen percent said it provides statewide,

common standards for all California students." Thirteen percent indicated that it "provides accountability" and increases students' seriousness." Another 13 percent indicated that it raises expectations and the academic achievement level for all students." Yet another 13 percent stated that it provides no benefit. Ten percent said that it results in "the ability to individually work with students."

Teachers rated 10th grade students' preparedness to pass the CAHSEE. Table 4.16 compares responses to this question over three years of teacher surveys. The 2000 survey was administered before the CAHSEE was ever administered to any students, so reflected the least-informed expectations. The comparison of teacher responses in 2001, 2002, and 2003 shows fluctuation in the preparedness ratings. The Spring 2002 rating was an estimate of how prepared that year's freshmen would be in the 10th grade. The 2003 rating indicates how prepared teachers' current 10th graders are. Ratings among the four years (2000–2004) are very consistent for the categories of Very Well Prepared and Not at all prepared. There seems to be a small increase in the percentage of Well Prepared ratings from 2000 to 2003. The changes in the Prepared and Not well-prepared categories are not as clear.

TABLE 4.16 Teachers' Ratings of Preparedness of Students in the 10th Grade (in percentages)

Preparedness	2000 N=141	2001 N=72	2002 N=151	2003 N=107
Very well prepared	1	3	5	5
Well prepared	9	17	15	21
Prepared	30	47	38	44
Not well prepared	47	28	39	26
Not at all prepared	5	5	3	4

Principals and teachers were also asked to predict the impact of the CAHSEE on student motivation and parental involvement, under various circumstances: prior to the first administration of the exam, for students who pass, and for students who do not pass. Table 4.17 lists the percentage of respondents selecting each possible impact, for each of the four survey years. Figures 4.3a and 4.3b reflect the percentage of respondents who predicted "increased" or "strongly increased" impact. Response patterns are included for all four years of survey administration. Principals' estimates of "motivation prior to first administration" were effectively the same for 2002 and 2003. Principals' estimates of motivation for "students who pass on the first attempt" decreased. Their estimate of the motivation of "students who fail on the first attempt" likewise declined from 2002 to 2003.

Teachers seemed to be less optimistic than principals regarding student exam motivation and parental involvement (see Table 4.18 and Figure 4.3b). Teachers' predictions of student motivation remained steady from 2002 to 2003. There was a steady increase in the number of teachers who felt that there would be no effect on the parental involvement of students who pass the exam on the first attempt.

TABLE 4.17 Principals' Predicted Impact of CAHSEE on Student Motivation and Parental Involvement (in percentages)

	Student Motivation				Parental Involvement			
Impact	2000	2001	2002	2003	2000	2001	2002	2003
Impact prior to first administration	N=42	N=45	N=45	N=38	N=41	N=40	N=44	N=38
Strongly positive/Strongly increased	2	4	11	24	0	5	7	3
Positive/Increased	45	42	69	55	31	23	39	29
No effect	19	29	20	13	55	68	52	63
Negative/Decreased	17	20	0	8	7	3	8	3
Strongly negative/Strongly decreased	17	4	0	0	5	3	0	3
Impact for students who pass on 1st attempt	N=42	N=44	N=44	N=38	N=42	N=43	N=42	N=37
Strongly positive/Strongly increased	12	7	7	13	12	5	2	3
Positive/Increased	50	50	54	42	33	37	24	19
No effect	33	32	36	42	50	56	74	68
Negative/Decreased	5	9	2	3	2	0	0	8
Strongly negative/Strongly decreased	0	2	0	0	2	2	0	3
Impact for students who do not pass on 1st attempt	N=42	N=44	N=44	N=37	N=42	N=43	N=43	N=39
Strongly positive/Strongly increased	2	2	11	11	2	2	12	5
Positive/Increased	33	34	59	54	41	42	56	56
No effect	17	18	16	14	14	16	26	33
Negative/Decreased	36	34	11	16	36	30	7	3
Strongly negative/Strongly decreased	10	11	2	5	7	9	0	3

Note: Wording of response options was changed from Positive/Negative to Increased/Decreased in 2002 survey administrations.

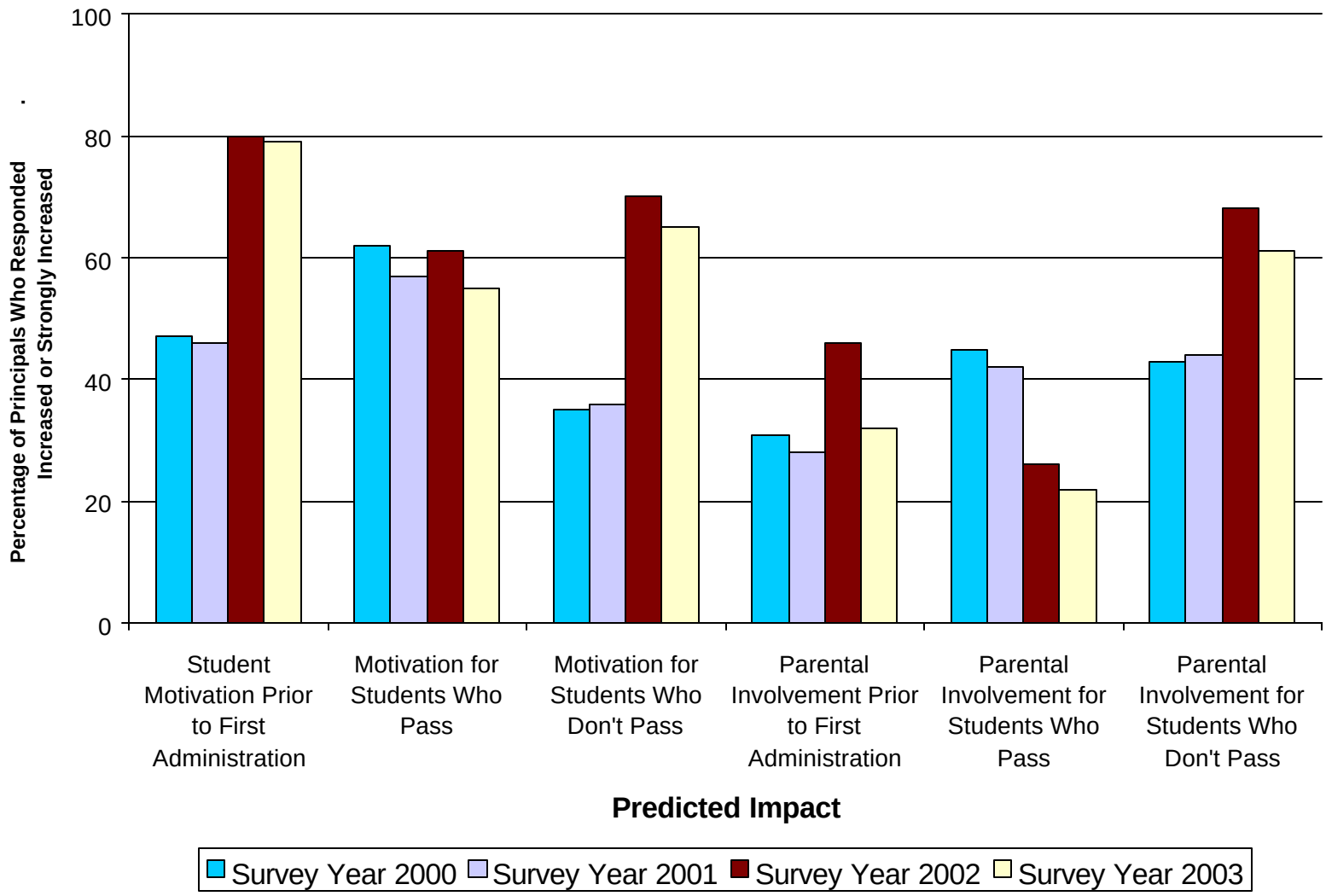


Figure 4.3a Percentage of principals predicting increased or strongly increased student motivation and parental involvement in 2000, 2001, 2002, and 2003.

TABLE 4.18 Teachers' Predicted Impact of CAHSEE on Student Motivation and Parental Involvement (in percentages)

	Student Motivation				Parental Involvement			
Impact	2000	2001	2002	2003	2000	2001	2002	2003
Impact prior to first administration	N=141	N=77	N=146	N=106	N=141	N=75	N/A	N/A
Strongly positive/Strongly increased	3	4	6	6	3	3	N/A	N/A
Positive/Increased	23	42	60	58	21	28	N/A	N/A
No effect	26	35	29	25	48	61	N/A	N/A
Negative/Decreased	32	16	3	9	13	7	N/A	N/A
Strongly negative/Strongly decreased	7	4	1	2	5	1	N/A	N/A
Impact for students who pass on 1st attempt	N=141	N=77	N=148	N=107	N=141	N=74	N=142	N=105
Strongly positive/Strongly increased	11	5	4	1	6	4	3	1
Positive/Increased	28	49	38	37	29	32	19	10
No effect	38	39	54	58	49	64	75	86
Negative/Decreased	11	5	3	3	4	0	4	3
Strongly negative/Strongly decreased	3	0	1	1	4	0	0	0
Impact for students who do not pass on 1st attempt	N=141	N=75	N=145	N=106	N=141	N=73	N=145	N=107
Strongly positive/Strongly increased	4	4	5	5	2	4	7	3
Positive/Increased	33	37	48	45	32	38	50	38
No effect	16	23	24	24	28	32	51	55
Negative/Decreased	30	28	21	21	21	19	1	4
Strongly negative/Strongly decreased	7	8	3	6	6	7	1	0

Note: Wording of response options was changed from Positive/Negative to Increased/Decreased in 2002 survey administration. Due to missing responses, some columns do not total to 100 percent.

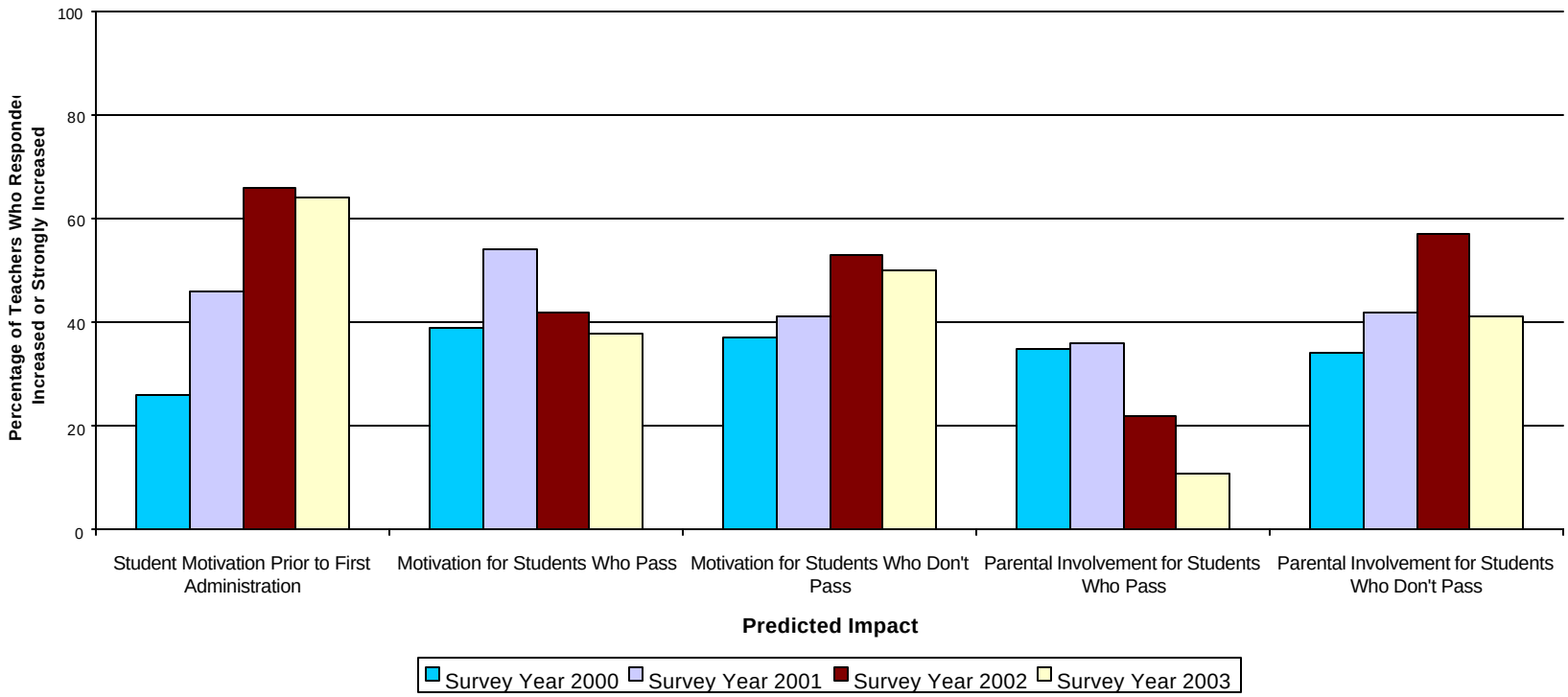


Figure 4.3b Percentage of teachers predicting increased or strongly increased student motivation and parental involvement in 2000, 2001, 2002, and 2003

Principals and teachers were also asked to predict the impact of the CAHSEE on student retention and dropout rates. Responses remained negative overall in 2003. Table 4.19 provides detailed response patterns over the four survey years. Principals' 2003 responses were more negative than those in 2002 (also see Figure 4.4a). They predicted slightly higher retention and dropout rates than they did in 2002. Across the four years of the survey, principals responded more negatively than did teachers regarding student dropout rates. Principals' 2003 retention rate responses were more negative than those in 2002. In 2003, 51 percent of principals predicted that the CAHSEE would have a negative impact on retention rates whereas 35 percent predicted a negative impact in 2002.

Teachers' 2003 predictions of the retention rate were slightly less negative than those in 2002. In 2003, 35 percent of teachers predicted that the exam would result in an increase in the retention rate. In 2002, 45 percent of teachers predicted that the exam would result in an increased retention rate. Between 2002 and 2003, there was no real change in teachers' predictions of the change in dropout rate as a result of the CAHSEE. In 2003, 60 percent of teachers predicted an increased dropout rate compared to 58 percent in 2002.

TABLE 4.19 Principals' and Teachers' Predicted Impact of CAHSEE on Student Retention and Dropout Rates (in percentages)

	Principals							
	Student Retention				Student Dropout			
	2000 N=42	2001 N=42	2002 N=43	2003 N=39	2000 N=42	2001 N=44	2002 N=44	2003 N=39
Strongly positive/Strongly decreased	2	2	0	0	2	5	0	0
Positive/Decreased	14	7	19	18	12	9	7	8
No effect	29	36	46	31	21	7	25	15
Negative/Increased	41	41	26	38	41	50	52	51
Strongly negative/Strongly increased	14	14	9	13	24	30	16	26
	Teachers							
	2000 N=141	2001 N=74	2002 N=143	2003 N=103	2000 N=141	2001 N=72	2002 N=145	2003 N=101
Strongly positive/Strongly decreased	0	1	1	0	1	1	1	0
Positive/Decreased	11	14	14	14	9	11	4	3
No effect	20	53	40	51	20	26	37	38
Negative/Increased	44	27	41	29	44	43	46	44
Strongly negative/Strongly increased	12	5	4	6	14	18	12	16

Note. Some columns total less than 100 percent due to missing responses.

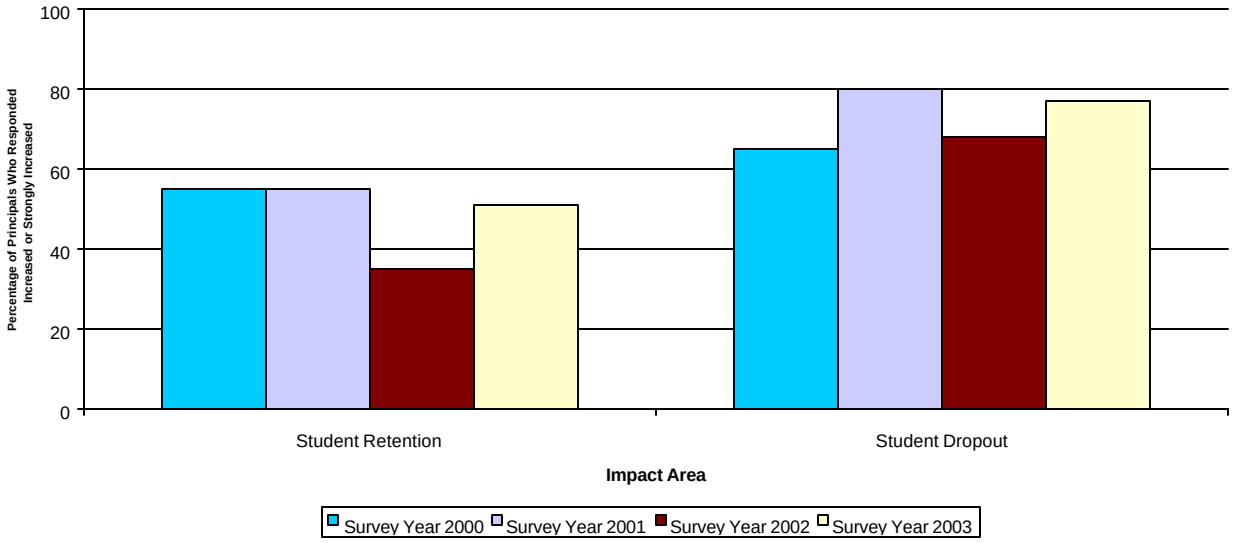


Figure 4.4a Percentage of principals predicting increased or strongly increased student retention and dropout rates in 2000, 2001, 2002, and 2003.

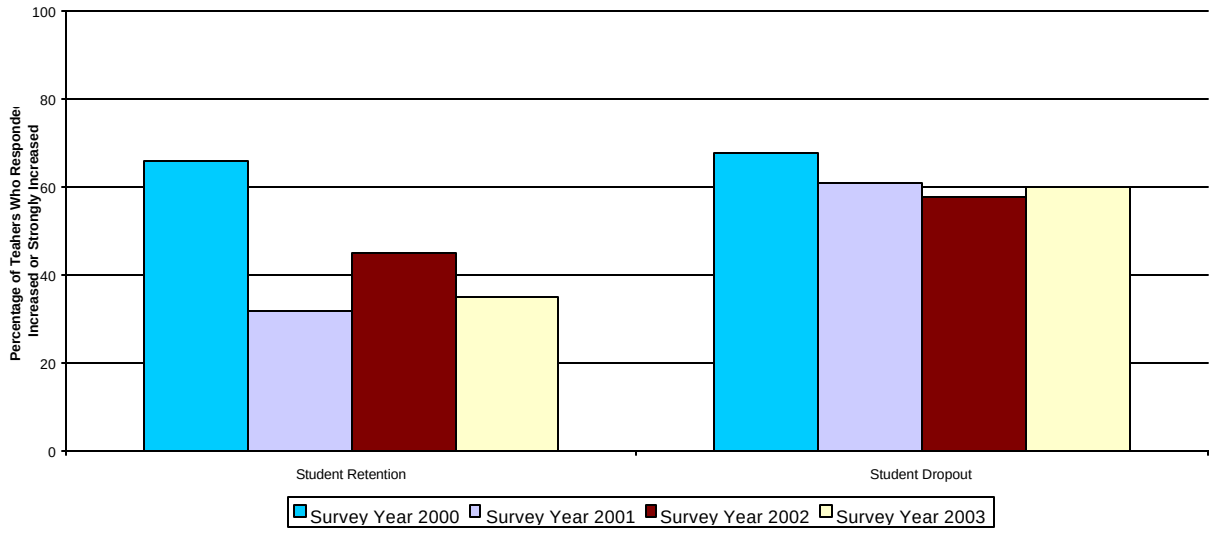
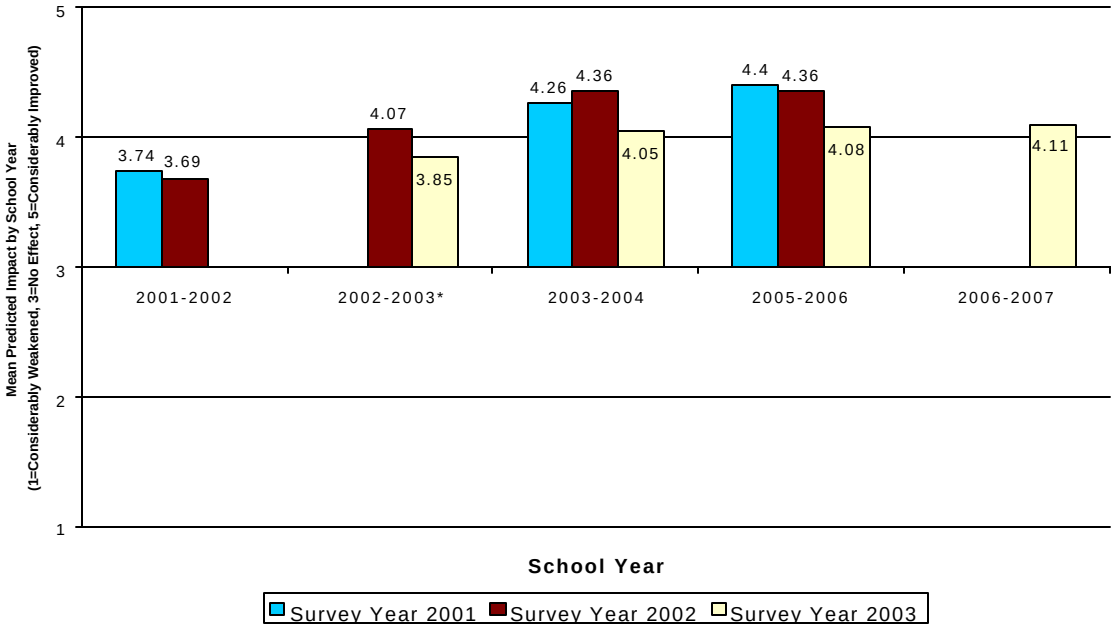


Figure 4.4b Percentage of teachers predicting increased or strongly increased student retention and dropout rates in 2000, 2001, 2002, and 2003.

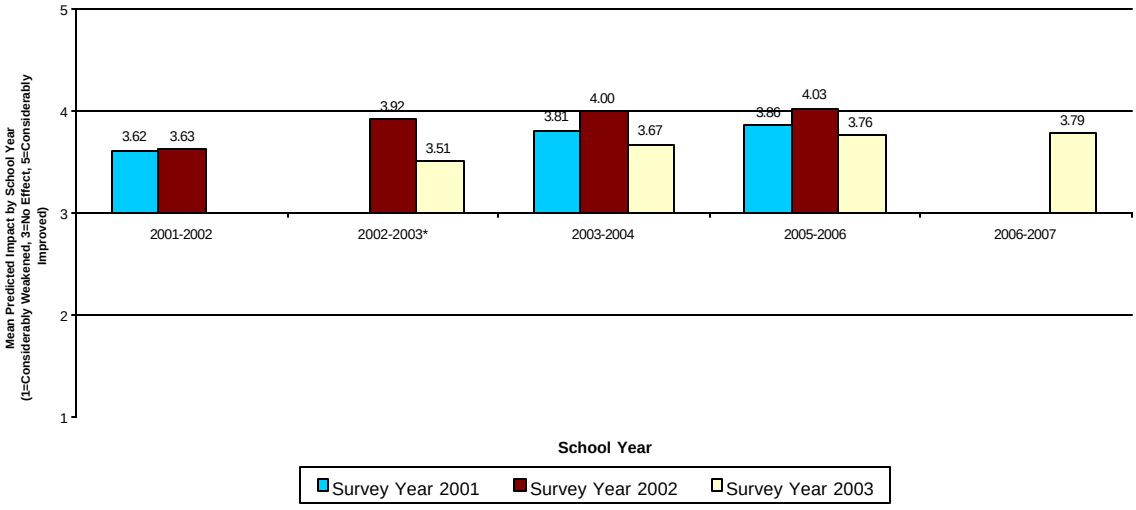
Principals were asked to predict, based on what they knew about their schools, the influence of the CAHSEE on classroom instructional practices over time. Only one of the principals who completed the 2003 survey indicated that practices would be weakened as a result of CAHSEE. Figure 4.5a presents a summary of the mean ratings made by principals for each school year for which they were surveyed: 2001, 2002, and 2003 (1=Considerably Weakened, 2=Weakened, 3=No Effect, 4=Improved, 5=Considerably Improved). Note that the survey did not inquire about the effect on every school year, but rather identified a few years to rate. In general, principals responding to the 2003 survey indicated that classroom instructional practices would be improved as a result of CAHSEE.

Teachers were asked the same question about the influence of the CAHSEE on instructional practices for the four school years. A comparison of teachers' responses to this question from 2001 through 2003 is presented in Table 4.20. Figure 4.5b presents a summary of the average ratings made by teachers for each school year they were surveyed: 2001, 2002, and 2003. Teachers also predicted that the overall effect of the CAHSEE would be an improvement, but a number of teachers indicated that they thought the result would be to weaken instructional practices.



*Note: Prediction for 2002-2003 not asked on 2001 survey; prediction for 2004-2005 not asked.

Figure 4.5a. Principals' predictions of influence of the CAHSEE on instructional practices over time.



*Note: Prediction for 2002-2003 not asked on 2001 survey; prediction for 2004-2005 not asked.

Figure 4.5b. Teachers' predictions of influence of the CAHSEE on instructional practices over time.

TABLE 4.20 Teachers' Predictions of Influence of CAHSEE on Instructional Practices Over Time (in percentages)

	2001				2002				2003			
Effect	2001-2002 N=80	2002-2003 N/A	2003-2004 N=80	2005-2006 N=80	2001-2002 N=159	2002-2003 N=159	2003-2004 N=159	2005-2006 N=159	2002-2003 N=110	2003-2004 N=110	2005-2006 N=110	2006-2007 N=110
Considerably Improved	4	N/A	10	21	6	16	23	26	3	6	16	21
Improved	58	N/A	58	45	46	52	47	43	46	56	45	36
No effect	24	N/A	13	14	38	20	18	16	44	29	30	34
Weakened	4	N/A	4	1	1	2	2	2	3	5	5	4
Considerably Weakened	3	N/A	3	5	0	0	0	1	0	0	0	0

Note: Some columns total less than 100 percent due to missing responses. The 2001 survey did not ask for predictions for the 2002–2003 school year and none of the surveys asked for predictions for the 2004-2005 school year.

One of the concerns when implementing a new exam is whether there is a differential impact on various subgroup populations. We asked principals to estimate the percentage of 10th grade students who have had instruction in the ELA and mathematics standards; the question was broken down to respond regarding the total student population, as well as for specific subgroups: students with disabilities (those in Special Day Classes—SDC and Resource Specialist Program—RSP), EL students, economically disadvantaged students, and minority students. Figures 4.6a and 4.6b present the results for ELA and mathematics, respectively. Each student subgroup is represented by a horizontal bar containing four segments. The leftmost segment indicates the percentage of principals who estimate that greater than 95 percent of their student population (within that demographic subgroup) have had instruction that covers the CAHSEE content standards; the next segment represents 75–95 percent; the next, 50–74 percent; and the rightmost segment indicates fewer than 50 percent. Principals estimate that fewer students with disabilities and EL students are prepared in ELA; and that fewer students with disabilities and economically disadvantaged students have had sufficient instruction in mathematics.

Comparisons among principals' 2001, 2002, and 2003 estimates of instruction received, by student groups, are presented in Table 4.21.

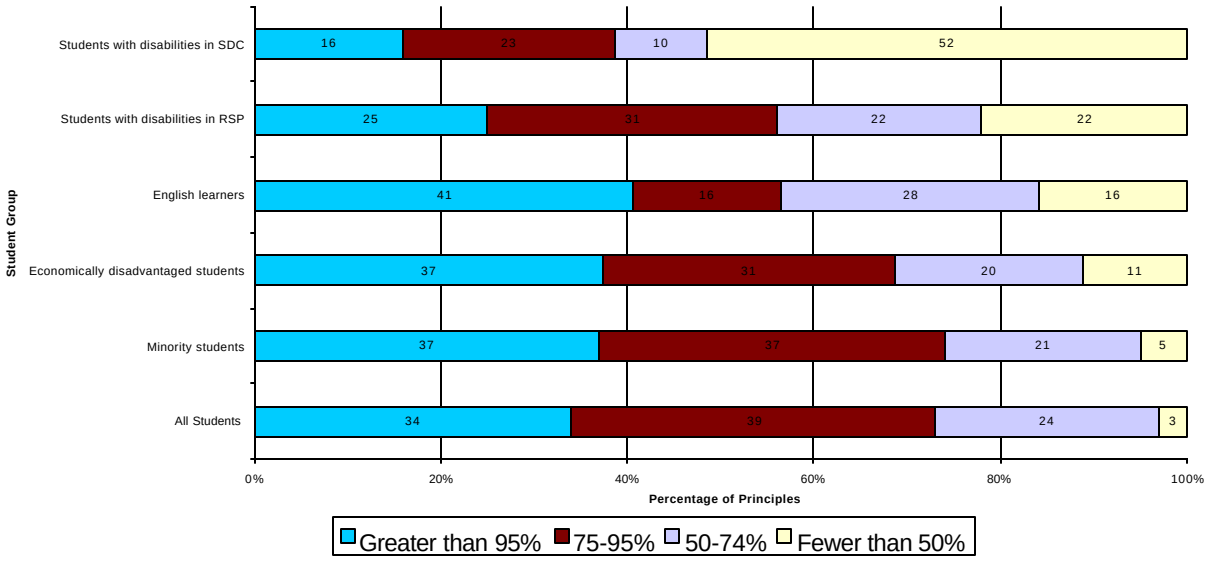


Figure 4.6a. Principals' estimates of the percentage of students who have had instruction in ELA content standards (ordered by least instruction).

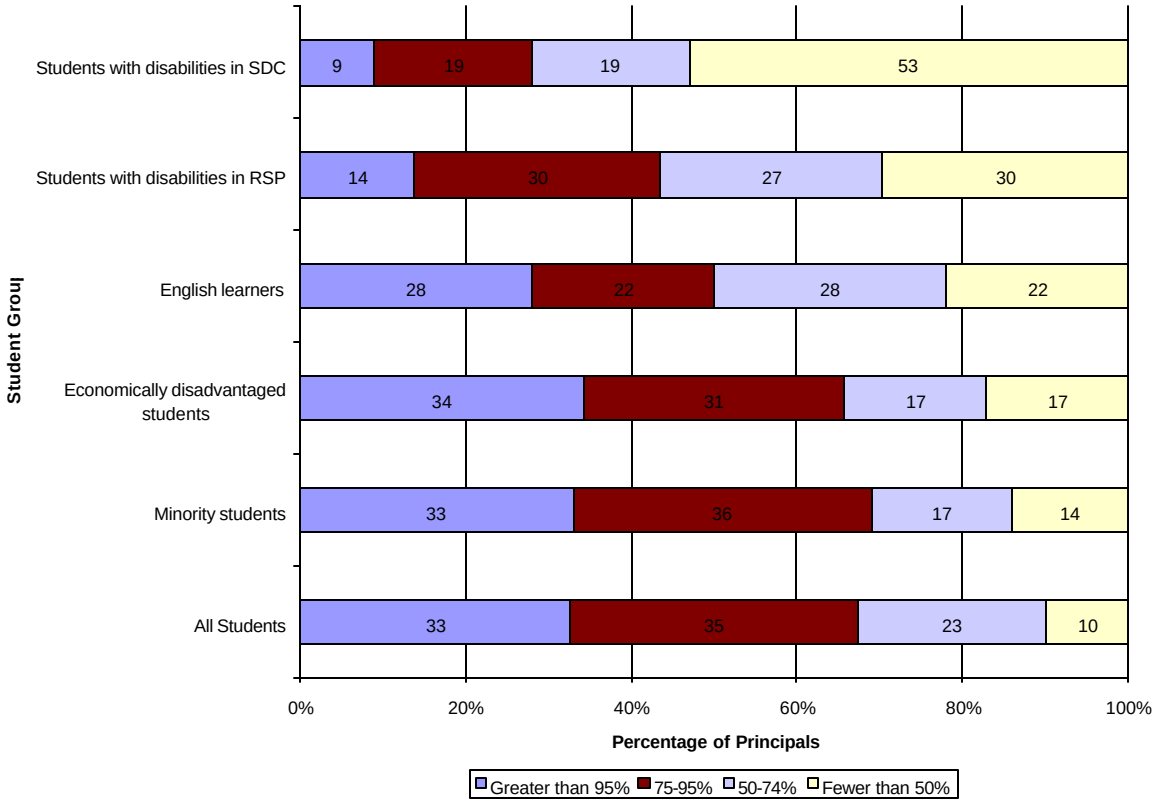


Figure 4.6b. Principals' estimates of the percentage of students who have had instruction in mathematics content standards (ordered by least instruction).

TABLE 4.21 Principals' 2001 and 2002 Estimates of the Percentage of Students with Instruction in Content Standards (in percentages)

	2001		2002		2003	
Student Group	ELA N=44	Math N=42	ELA N=44	Math N=46	ELA N=38	Math N=40
Economically disadvantaged students						
Greater than 95%	13	8	37	21	37	34
75–95 %	36	36	26	23	31	31
50–74 %	18	20	23	30	20	17
Fewer than 50%	33	36	14	26	11	17
English learners						
Greater than 95%	8	6	28	22	41	28
75–95%	18	29	15	22	16	22
50–74 %	18	15	30	32	28	28
Fewer than 50%	56	50	28	24	16	22
Minority students						
Greater than 95%	19	10	39	20	37	33
75–95%	36	41	26	29	37	36
50–74%	17	18	21	27	21	17
Fewer than 50%	28	31	14	24	5	14
Students with disabilities (in SDC for 2003 columns)*						
Greater than 95%	12	5	26	14	16	9
75–95%	22	23	14	19	23	19
50–74%	24	28	24	21	10	19
Fewer than 50%	42	44	36	45	52	53
Students with disabilities in RSP						
Greater than 95%	N/A	N/A	N/A	N/A	25	14
75–95%	N/A	N/A	N/A	N/A	31	30
50–74%	N/A	N/A	N/A	N/A	22	27
Fewer than 50%	N/A	N/A	N/A	N/A	22	30
All students						
Greater than 95%	16	9	43	22	34	33
75–95%	36	43	23	30	39	35
50–74%	27	17	25	26	24	23
Fewer than 50%	21	31	9	22	3	10

*Note: The 2003 survey separated students with disabilities into two sub-categories: Students with disabilities in Special Day Classes (SDC) and Students with disabilities in Resource Specialist Programs (RSP). The 2001 and 2002 surveys had only one overall category.

Other

Principals were asked to rate the likelihood that specific factors would affect their students' success in meeting the requirements of CAHSEE. The results are presented in Table 4.22. Factors for which the majority of principals indicated "definitely a factor" included poor attendance, language barriers, lack of motivation, and lack of preparation. Language barriers increased in salience for a second straight year since 2001. Almost half of the principals indicated "too many tests to prepare for" as definitely a factor.

TABLE 4.22 Percentage of Principals Indicating Factors Affecting Student Success on CAHSEE

Factor	Definitely a Factor		
	2001 N=45	2002 N=45	2003 N=38
Poor attendance	67	61	68
Language barriers	39	50	62
Too many tests to prepare for	53	48	47
Lack of motivation	47	43	57
Lack of preparation needed to pass	48	42	54
Lack of credentialed ELA teachers	N/A	N/A	0
Lack of credentialed math teachers	N/A	N/A	5
District's current level of standards in math or algebra	14	25	14
District's current level of standards in English or writing	14	20	11

Principals were asked to indicate what actions the school plans to take or has implemented to promote learning for all students. The results are presented in Table 4.23. Principals' responses indicate that while many actions have already been undertaken to promote student learning, in many cases these actions still have been only partially implemented.

TABLE 4.23 Percentage of Principals Indicating Actions to Promote Student Learning

Action	Fully Implemented		
	2001 N=44	2002 N=44	2003 N=40
Encouragement of all students to take Algebra I	56	65	72
Teacher access to in-service training on content standards	50	58	60
School, teacher, and student access to appropriate instructional materials	54	57	54
Teacher access to in-service training on instructional techniques	47	45	50
Individual student assistance	27	33	43
Teacher and school support services	24	29	41
Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	33	23	49
Student and parent support services	17	5	10

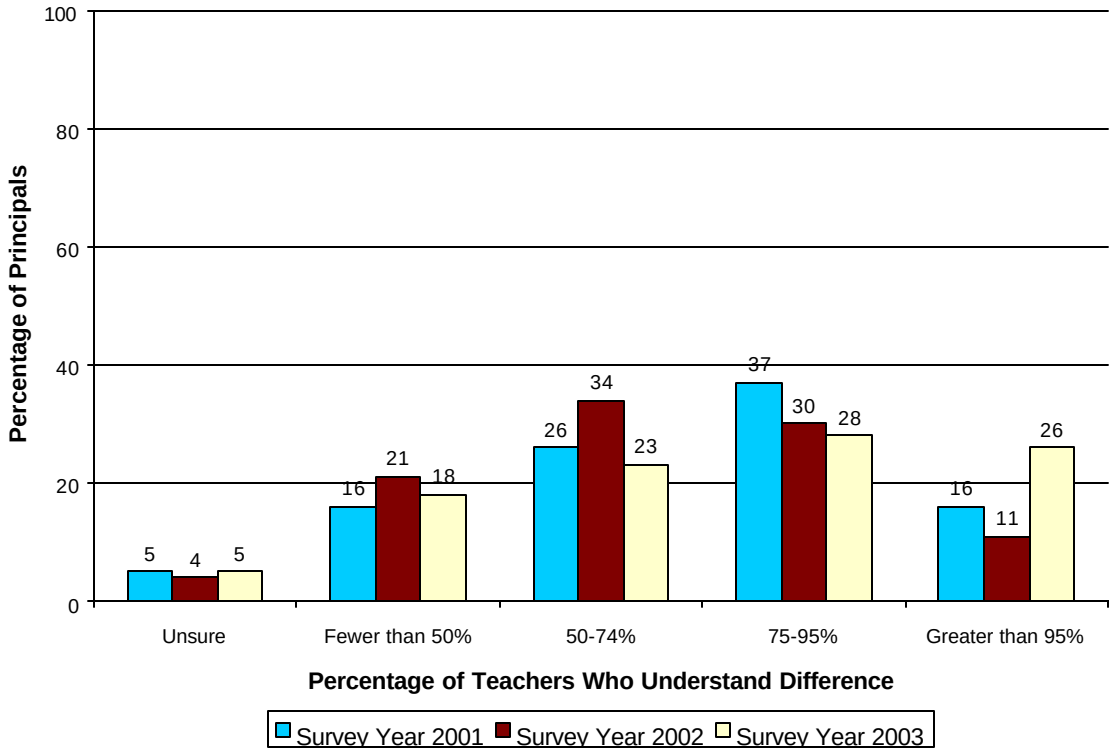


Figure 4.7. Percentage of principals indicating the percentage of teachers who understand the difference between "teaching to the test" and "aligning the curriculum and instruction to the standards" in 2001, 2002, and 2003.

Principals were asked what percentage of their teachers they thought understood the difference between "teaching to the test" and "aligning the curriculum and instruction to the standards." The results from the 2001, 2002, and 2003 surveys are displayed in Figure 4.7. In 2003, 26 percent (up from 16 % in 2001 and 11 % in 2002) indicated greater than 95 percent; 28 percent indicated 75–95 percent, 23 percent indicated 50–74 percent, 18 percent indicated fewer than 50 percent, and 5 percent were unsure of what percentage of their teachers understood the difference between the two concepts.

Principals and teachers were asked to what degree teachers other than those in ELA and math view themselves as sharing responsibility for student success on the CAHSEE. Table 4.24 indicates that principals perceive more shared responsibility by the teachers than the teachers of ELA and math perceive.

TABLE 4.24 Responsibility Felt by Teachers Other Than ELA and Mathematics (percentages as perceived by principals, ELA, and math teachers)

	2002		2003	
Level of Perceived Responsibility	Principals N=47	Teachers N=146	Principals N=37	Teachers N=107
Very responsible	11	10	22	16
Somewhat responsible	70	32	49	28
Slightly responsible	13	41	27	36
Not at all responsible	6	16	3	20

Surveyed teachers were asked to characterize their own opinion of the CAHSEE, and to compare those opinions to those of other teachers in their departments. Table 4.25 compares responses to these two questions. The rightmost column indicates the distribution of teachers' opinions. Overall, the opinions tend to be neutral-to-positive; 27 percent are (very) negative; 37 percent, neutral; and 36 percent, (very) positive. The bottom row summarizes the comparison of the respondents' opinions to their colleagues. Fifty-seven percent of teachers report that their own opinions are about the same as other teachers in their departments; 7 percent, somewhat/much more negative; and 27 percent, somewhat/much more positive.

TABLE 4.25 Surveyed Teachers' Own and Others' Opinions of the CAHSEE (in percentages)

	How You think Your Opinion Compares To Other Teachers In Your Department (N=101)						
Your Opinion of CAHSEE N=109	Do not know	Much more negative	Somewhat more negative	About the same	Somewhat more positive	Much more positive	Total
Very negative	2	1	1	6	0	0	10
Negative	1	0	4	11	1	0	17
Neutral	5	0	1	25	5	1	37
Positive	1	0	0	15	10	2	28
Very positive	0	0	0	1	3	5	9
Total	9	1	6	58	19	8	101*

* Due to rounding

Summary

Data from 2001 through 2003 suggest that both students and parents are more aware of the various aspects of the CAHSEE. According to principals' estimates, the percentage of students and parents who know which students have the opportunity to take the exam has increased each year. Principals also indicated that there has been an increase in the percentage of students who know what knowledge and skills are covered by the CAHSEE.

Preparation for the CAHSEE appears to be improving. Over 90 percent of the principals reported that districts and/or schools encourage the use of content standards. The number of schools that indicated that they are in the process of aligning curriculum with standards dropped from 74 percent in 2002 to just under 40 percent in 2003. Over half of principals surveyed indicated that they are assigning teachers only in their certified fields. Over half of principals have also indicated that they are hiring only teachers that are certified in their field.

More than 75 percent of both ELA and math teachers indicated that their curriculum covers about three fourths or more of the standards. There were no ELA teachers who reported that there was less than one-quarter coverage on the standards but four percent of math teachers did report that there was less than one quarter coverage of the standards.

It is notable that nearly 40 percent of teachers indicated that they had either no professional development or poor professional development from local sources in 2003. Half of teachers indicated that they received no professional development or poor professional development from state sources in 2003.

Some activities to prepare for administering the CAHSEE increased from 2002 to 2003 while others decreased. The 2003 survey included some activities that were not mentioned on prior year surveys (i.e., emphasizing the importance of CAHSEE and having students work with computers). Most principals still reported encouraging students to work hard and prepare, adopting California academic content standards, and teaching test-taking skills. Significantly more principals than in previous years reported providing individualized or group tutoring. Teacher-reported activities were also generally higher than prior year estimates; the most frequently-indicated activities were emphasizing the importance of CAHSEE, talking with students, teaching test-taking skills, encouraging students to work hard, and increasing classroom attention to content standards.

Principals indicated a greater degree of implementation of programs that are designed to assist students who do not pass the exit exam or who are not prepared to take it. Notably, more principals reported fully implemented high school remedial courses, individual and group tutoring, and evaluation of student abilities for appropriate course placement. More principals also reported full implementation of plans to reduce high school electives in favor of remedial classes.

Teacher and principal estimates of student preparedness were slightly more optimistic than last year's estimates. In 2003, more teachers indicated that 10th grade students were at least prepared for the test. Fewer teachers rated students as being "not well prepared."

Teachers' and principals' responses about the impact of the test on students and their parents were very similar to last year's predictions. Most principals and teachers predicted no effect on parental involvement for students who pass the exam on the first attempt. Principals seemed more optimistic than teachers about the impact for students who did not pass on the first attempt.

Site Testing Coordinator Findings

The survey of teachers and principals in the longitudinal sample of schools included the second administration of a survey of site coordinators. The site-coordinator survey asked for feedback on training and guidance, students tested, and the general approach to conducting the exam. Table 4.26 summarizes the responses received in each year of the survey.

TABLE 4.26 Site Coordinator Responses and Positions

	2002	2003
Districts	17	17
Schools	42	35
Most Common Position Held		
Test Coordinator	20	15
Assistant Principal	18	14

Note: Respondents could mark more than one position.

The point of reference for the survey was the March 2003 administration of the CAHSEE. All schools reported administering both the ELA and mathematics parts of the CAHSEE in 2003. In 2002, there was one missing response, but all other schools administered both parts of the exam.

Of the test coordinators who responded to an open-ended question asking about specific factors they felt influenced the school's planning or performance on the CAHSEE, 24 percent noted economic/community/parental factors; 17 percent mentioned (a) weak academic foundation, (b) motivation or attendance, and (c) testing facilities or environment; and 13 percent referred to loss of instructional days, budget cuts, and EL and special education challenges.

Preparation

Site coordinators received information on how to administer the CAHSEE mainly through the sources shown in Table 4.27.

TABLE 4.27 Site Coordinator Sources of Information on Administering CAHSEE (in percentages)

	2002	2003
ETS Test Administration Training workshop	13	5
ETS Video	2	10
CDE update meetings	1	2
School Coordinator's Manual	39	35
District workshop	26	23

Note: Respondents could mark more than one source of information.

District workshops were the most frequently cited sources of helpful information. In 2003, 46 percent (12) of coordinators who commented said they considered the workshop the most useful source of information, largely because of the chance to ask questions and request

follow-up guidance from the district. This compares to 54 percent of the coordinators who listed the workshops as most helpful in 2002.

Twelve site coordinators who commented cited the *Directions for Administration and School Coordinator's Manual* as the most helpful source of information. This was similar to the number (12) citing this source in 2002.

Logistics

The observations and surveys provided information on seven aspects of logistics:

1. type of test facility
2. security
3. preparation of proctors/monitors
4. use of precoded answer sheets
5. handling different finishing times
6. impact of the revised schedule
7. problems encountered

The question about *test facility* asked where schools administered the CAHSEE—on- or off-site classrooms or large rooms such as a library, cafeteria, or gymnasium. All of the site coordinators who responded (34) tested in on-site classrooms or large rooms. Thirty-seven percent used only classrooms; 35 percent used only large rooms; and 34 percent used both. This result was similar to last year's results where all site coordinators who responded (35 of 42) said they tested in on-site classrooms or on- and off-site large rooms.

None of the site coordinators in either year of the site testing coordinator survey thought that they had real *security* issues. One comment this year suggested that it would be better to have a separate answer book for math or at least a two-day gap between the ELA and math tests, noting that it takes several hours to reorganize math booklets and answer documents, which is difficult to accomplish during the school day because most students need several hours to complete the ELA test.

This year we added an item on preparing proctors and monitors for the administration of the CAHSEE. The response choices were (a) no preparation, (b) conducted workshop, (c) distributed excerpts of directions for test administrators, (d) developed step-by-step procedures, (e) described general requirements, and (f) other. Respondents could mark more than one approach. All site coordinators (35) indicated that their schools did something to prepare the proctors and monitors. Seventeen percent used a single approach; 83 percent used multiple approaches distributed fairly evenly across the workshop (51%), excerpts (57%), step-by-step procedures (66%), and general requirements (60%).

When asked about taking advantage of the precoding option for answer sheets, 65 percent of the test coordinators reported that they used the precode option for this year's CAHSEE administration. This is considerably lower than the report for last year's administration, in which 86 percent of the test coordinators indicated using the option. However, 83 percent of this year's test coordinators said they plan to take advantage of the precode option for next year. This is the same percentage as reported by last year's test coordinators.

In both years, site testing coordinators were asked three questions about how their schools dealt with variations in students' finishing times on the CAHSEE. Tables 4.28 through 4.30 present their responses.

TABLE 4.28 How Schools Handled Students Who Finished First Section Early (in percentages)

	2002	2003
	N=42	N=35
Go directly to second section	7	17
Stay in room until scheduled break	76	77
Wait outside room until scheduled break	12	5
Other	5	0

TABLE 4.29 How Schools Handled Students Who Had Not Finished by Time of Break Between Sessions (in percentages)

	2002	2003
	N=42	N=35
All finished by break	47	23
Delayed break until all finished	5	14
All took break and finished after, if needed	5	14
Students not finished worked through break	13	17
Moved students not finished to another room	18	31
Other	11	0

TABLE 4.30 How Schools Handled Students Who Had Not Finished by Lunchtime (in percentages)

	2002	2003
	N=42	N=35
All finished by lunch	60	40
Went to lunch and finished after	31	29
Worked through lunch	10	17
Other	0	11

The surveys for both years asked test coordinators how their schools handled the schedules of other grades during the period when the CAHSEE was being administered and what impact the CAHSEE schedule had on attendance of students in other grades. Table 4.31 shows how the schools handled scheduling, and Table 4.32 presents the reported impact on attendance.

TABLE 4.31 How Schools Scheduled Students in Other Grades During CAHSEE Administration (in percentages)

	2002	2003
	N=42	N=35
Special schoolwide activity	0	3
Regular classes but revised schedule	15	40
Regular classes and regular schedule	76	57
Other	10	0

TABLE 4.32 Impact of CAHSEE Administration on Attendance in Other Grades (in percentages)

	2002	2003
	N=42	N=35
Higher attendance than normal	5	0
No impact	77	82
Lower attendance than normal	18	18

The survey included a question about problems that were not covered by guidance documents for the CAHSEE administration. The only comment mentioned that if there were any questions, they were handled by the district coordinator and staff, who were always available by phone or e-mail.

Accommodations and Modifications

Accommodations include changes to test presentation, response, or scheduling to provide a more appropriate assessment of students with disabilities. Modifications are changes that also change what is being measured and so invalidate the resulting test scores. According to CDE regulations, the decision to grant accommodations or allow modifications must be based on the student's Individual Education Program (IEP) or Section 504 Plan. Students whose plans require test modifications cannot pass the exam directly, but may apply for a waiver if their test scores and other evidence suggest that they have mastered the required skills.

This year’s test coordinators estimated their schools tested most of the eligible EL students and students receiving special education services. Table 4.33 shows the results and compares the responses to last year’s. The results indicate that more EL and students receiving special education services were included in the CAHSEE program this year.

TABLE 4.33 Proportion of Eligible EL and SD Students Tested (in percentages)

	2002	2003
	N=42	N=35
None	10	3
Fewer than half	15	6
About half	0	15
Most	61	55
All	15	21

The accommodations and modifications used in the surveyed schools are reported in Tables 4.34 and 4.35. Setting and timing/scheduling continued to be the most frequent accommodations. In the modification category, some schools allowed some students to use calculators for math and audio or oral presentation for ELA, but the number decreased greatly.

TABLE 4.34 Accommodations Provided (in percentages)

	2002	2003
	N=42	N=35
Large print	9	24
Test item enlargement	0	0
Braille	3	8
Markers, mask or other visual attention	24	8
Reduced numbers of items per page	24	0
Audio or oral presentation (math only)	19	36
Verbal, written, or signed responses	6	12
Assistive devices and technologies regularly used during testing	3	12
Setting	75	60
Timing/scheduling	72	80
None	0	0

Note: Respondents could mark more than one accommodation.

TABLE 4.35 Modifications Provided (in percentages)

	2002	2003
	N=42	N=35
Calculators for math	83	36
Audio or oral presentation for ELA	42	24
None	[not an option]	49
Other	8	9

Note: Respondents could mark more than one accommodation.

This year' survey asked site testing coordinators if there were any special education students who were unable to take the test even with accommodation or modification. Fifty-nine percent responded "no," and 41 percent noted students categorized as severely handicapped were unable to test. In addition, some parents opted out of having their children take the CAHSEE.

Summary

In preparation for the CAHSEE administration, both years' responses cited the coordinator's manual as providing helpful information. However, this year more site testing coordinators used the ETS training video and fewer attended the training workshop. Responses from both years for the site testing coordinator were very similar for logistics regarding their testing facilities and test security. There was a dramatic decrease in the

number of schools that used the precode option for the answer sheets, even though a large proportion of the coordinators indicated last year that they would take advantage of this option. There were slight changes this year in the way site coordinators handled students who had not finished a test session by the break or lunchtime. More schools this year used a revised schedule on CAHSEE testing days for students in other grades. Setting and timing/scheduling were the most frequent accommodations used in both years. This year there were large increases in the use of the large print version and in audio or oral presentation for math. There were large decreases in the use of markers or other visual attention and reduced number of items per page. Test coordinators provided far fewer modifications this year. More than half of the site testing coordinators indicated that they did not have a situation of a special education student being unable to take the CAHSEE even with an accommodation or modification.